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| School / Counselor Name | | Buffett Middle School / Chloé Smith | |
| Annual Student Outcome Goal | Using conflict-resolution and self-advocacy skills learned by and acquired from the counseling department, the number of bullying incidents among 6th through 8th grade students will be reduced by 50% in the 2021-2022 school year.  **SMART**: By May 20, 2022, the number of reported bullying incidents among 6th through 8th grade students will be reduced by 50% from 20 to 10. | | |
| **Mindsets + Behaviors** | | | |
| 1**. B-SMS 2.** Demonstrate self-discipline and self-control  2. **B-SS 8.** Demonstrate advocacy skills and ability to assert self, when necessary  3. **B-SS 9.** Demonstrate social maturity and behaviors appropriate to the situation and environment. | | | |
| Mindsets + Behaviors Survey Items  1. I can define what bullying is and name the various kinds of bullying.  2. I can name [at least] 2 self-control strategies  3. I can tell a peer to “stop” when I see them bullying another individual.  4. I can identify the best time to get a teacher, counselor, or parent involved. | | | |
| **Interventions** | | | |
| Direct Student Services | | | Indirect Student Services |
| 1. Weekly small groups for specific students, identified by teachers and administration, teaching self-control and conflict resolution skills.  2. One-on-one sessions with students victimized by bullying.  3. Create a google form where students can anonymously report bullying incidents. | | | 1. Collaborate with teachers to identify specific students to be involved with small groups  2. Send a letter home to guardians of students involved in small groups, explaining the groups that students will be involved in.  3. Develop new anti-bullying and self-advocacy curriculum. |
| **Data Collection Plan** | | | **Results Data** |
| Participation Data Plan | | | Participation Results Data |
| *Anticipated*  - 3 semesterly small groups of 4-6 students meeting 1x/week during Bobcat time [topics including but not limited to: defining bullying, various types of bullying, anger management skills, self-control, and self-advocacy]  - 2 one-on-one sessions per week [discussing topics on an as-needed basis, possibly including specific bullying incidents, how to prevent future incidents, self-control, self-advocacy, etc.]  - The number of Google form submissions decreases by 25% from August 17 to May 20. | | | *Actual* |
| Mindsets & Behaviors Data Plan | | | Mindsets & Behaviors Data Results |
| *Pre-Intervention Data Average:*  1. 3  2. 2  3. 2.5  4. 2.5 | | | *Post-Intervention Data Average:*  1.  2.  3.  4. |
| Outcome Data Plan | | | Outcome Data Results |
| *Baseline Data:*  20 total bullying incidents reported in the 2020-2021 school year | | | *Final Data:*  *Percent Change:* |
| **Implications**  *Analyze your data. How with data inform future practice?* | | | |

**Mindsets + Behaviors Survey:**

I can define what bullying is and name the various kinds of bullying. 1 2 3 4

I can name [at least] 2 self-control strategies. 1 2 3 4

I can tell a peer to “stop” when I see them bullying another individual. 1 2 3 4

I can identify the best time to get an adult involved. 1 2 3 4

*1 = I* ***cannot***

*2 = I can* ***sometimes***

*3 = I can* ***most of the time***

*4 = I can,* ***always***